

Narrative History 102 – Studies in World Civilization since 1500

This course introduces students to the history of modern world cultures and peoples in an integrated and chronological framework whose purpose is to foster appreciation of history and enable students to understand the origins of the contemporary world. History 102 is taught by five full-time professional historians, and made possible because they approach the material and an historical way of thinking from within the same broad graduate training in the discipline, who are in broad agreement about reading loads, assignments, and overall course structure. The syllabus offered below, therefore, is a sample of how this course may be taught.

Analyze the origins and consequences of historical events and the roles of individuals and societal forces to bring about change over time. As demonstrated by topics in the syllabus, History 102 explains the origins and assesses the consequences of such important developments as the Scientific Revolution, showing how this changed man's view of the universe; the rise of modern states/dynasties in China and Japan before and after the intrusion of Western powers; the political revolutions in Europe and Latin America in the late 18th and 19th, which spread the idea of Liberalism; and World War II, which ended European control over most of the rest of the world, paving the way for the rise of independent states in Asia and Africa. Such "surface" events are explained not only by the impact of dynamic elites and leaders, but also by forces underneath, of which peoples of the day were only dimly aware.

Explain historical events and changes as a continuous movement through time rather than as discrete and disconnected moments in time. This is accomplished by constructing patterns, a fact clearly revealed in the syllabus, that bring together events in sequence, across broad expanses of time, so that one event becomes inextricably linked with another. The syllabus – divided into three chronological periods and subdivided topically – demonstrates that change and continuity are examined side by side.

Locate and evaluate sources of evidence within the context of time, place, and culture.

History 102 confronts students with a variety of visual and textual primary evidence including short documents (here, used at key points to illustrate major developments. See the schedule on the syllabus), paintings, videos, as well as longer secondary works (here, the extraordinary life of Elizabeth Marsh, who travelled by sea and in four continents, set in the context of time and place, revealed important global changes).

Use an historical perspective to understand the world today and address contemporary issues. History 102 helps students understand their world by showing them the origins of our scientific view of the world, the sources of long-term religious conflict in the Middle East, or reasons why many in Asia and Africa view the "West" with suspicion. Moreover, the course, by demonstrating the slow, even pace of globalization from the 16th century onwards, allows students to comprehend how societies have dealt with the complex changes created by the process of globalization, thereby helping students to understand what an interdependent global society means today.

History 102 also supports the Outcomes of Foundational Studies. It is specifically relevant to the following learning goals: **effective oral and written expression** (fostered and demonstrated by significant writing assignments, essay examinations, and discussion sessions); **ability to place current and local experience in a global, cultural, and historical context** (the fundamental purpose of History 102 is to enable students to grasp how the things [e.g., modes of thought, scientific methods, political ideas, national states] that they often take for granted came into existence); **understand diverse cultures within and across societies** (History 102 is the study of world cultures, past and present); **demonstrate skills for effective citizenship** (by exposing students to the variety and differences of other cultures, peoples, and civilizations, History 102 enables them to become better informed citizens and make sound decisions).

Syllabus

Fall 2009

World Civilization since 1500¹

TTH 12:30-1:45, Stalker Hall 319

Contact Information: Dr. Timothy Hawkins, Stalker 321, x 2720, thawkins@isugw.indstate.edu, Office hours, 11:00-12:00 TTh and by appointment

Required Readings:² The following books will be available for purchase at the bookstore. They have been chosen to reinforce and complement course lectures and discussions.

Bentley and Zeigler. *Traditions and Encounters: A Brief Global History.*³ Volume II. New York: McGraw Hill, 2005.

Colley, Linda. *The Ordeal of Elizabeth Marsh: A Woman in World History.* New York. Anchor Books, 2007.

Winchester, Simon. *The Man who Loved China.* New York: Harper Perennial, 2009.

Course Description:

This course is designed to provide an interpretive framework for the study of modern world history.

Considering the amount of time and space to be covered during the term, the class will focus on major historical periods, general themes, and the most significant people and events of the last five centuries. Although an attempt will be made to address the particular histories of as many areas as possible, certain regions (e.g., Europe, the Far East, and the Middle East) will draw more attention due to their contemporary importance. It is my hope that each student will come away from this study of world history with a fundamental understanding of the individual, social, cultural, geographic, economic, and political forces that have shaped (and continue to shape) the world in which we live.

Learning Objectives:

This course fulfills a Foundational Studies requirement for a course in Historical Studies. It is designed to meet the goals and objectives in both of these areas. Specific learning objectives of this, and all Historical Studies courses, include: understanding cause and effect, particularly over time and in context; understanding change and continuity over time; understanding sources or evidence within the context of time, place and culture; and recognizing the value of an historical perspective to understanding the world today.

History offers a unique way to understand the world. It is a path to knowledge that engages in a creative and critical exploration of the past in order to illuminate the patterns, complexities, and contingencies that shape the human experience. As a result, History encompasses not only the individuals and groups whose interactions spark change over time, but also the economic, political, social, cultural, scientific, religious, gender, and geographic forces, among others, that influence their behavior. Historians seek to understand the past by emphasizing the importance of context, establishing cause and

¹ This syllabus is for a class of 45 students, an ordinary teaching load. Occasionally the History Department offers this survey to a class of 80 students. In such cases, the Department does things a little differently, as, for example, requiring additional quizzes and having fewer discussion sessions. Fundamentally, however, the course is unchanged.

² All of the instructors who teach this course incorporate primary documents into their course. Readings beyond the textbook vary by instructor and by semester, but this syllabus is representative of broader practices. The readings allow for discussion of key issues covered in the course. They also help fulfill FSO 1-4, 6-8, 10 as well as HSO 1-4)

³ Assessment of underlying social, economic, and political forces is one strength of the textbook by Bentley (used by three history faculty), as, for example, the assessment of forces pushing change during the Qing era in China (Ch. 24, pp. 442-444).

effect, determining connections between individuals and events, applying cross-cultural analyses, and weighing different perspectives, all while carefully relying on documented source material to arrive at well-supported conclusions.

Because of this distinct approach, the study of History provides students with the opportunity to build valuable critical thinking skills, based on analysis of evidence and construction of argument. At the same time, it encourages students to think beyond the constraints of contemporary viewpoints. The application of an historical perspective to any problem means taking account of the long-term causes and considering the long-term implications of any solution. A student whose knowledge of the world and its development is informed by an understanding of historical time, context, and perspective is someone who can connect the present with the past, who has acquired a sense of the richness and diversity of the human experience, and who, therefore, is prepared to be an informed and engaged citizen.

The following are the specific Historical Studies Objectives (HSO 1-4, noted later) developed at ISU

1. Analyze the origins and consequences of historical events and the roles of individuals and societal forces in bringing about change over time;
- ~~1-2~~ Explain historical events and changes as a continuous movement through time rather than as discrete and disconnected moments in time;
- ~~1-3~~ Locate and evaluate sources of evidence within the context of time, place, and culture; and
- ~~1-4~~ Use an historical perspective to understand the world today and address contemporary issues.

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Because this course is part of the larger Foundational Studies Program, it is important to place its goals within the context of the program's goals. By the conclusion of your Foundational Studies Program at ISU, you will be able to

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
- ~~2-3~~ Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
- ~~2-4~~ Demonstrate an appreciation of human expression through literature and fine and performing arts;
- ~~2-5~~ Demonstrate the skills for effective citizenship and stewardship;
- ~~2-6~~ Demonstrate an understanding of diverse cultures within and across societies;
- ~~2-7~~ Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
- ~~2-8~~ Demonstrate an understanding of the ethical implications of decisions and actions;
- ~~2-9~~ Apply principles of physical and emotional health to wellness;
- ~~2-10~~ Express themselves effectively, professionally, and persuasively both orally and in writing.

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The program is also designed to build skills for applied learning. These Skill and Applied Learning Objectives require that the course contribute to

1. Developing critical thinking skills
2. Developing information literacy skills
3. Developing your writing skills (by including a graded writing component)

Course Learning Outcomes in History 102

The following outlines how students in this class will meet all of the Historical Studies objectives and most of the Foundational Studies objectives.

Common objectives

By the end of this course, students will have . . .

- Gained an appreciation for how the global community was created by looking how the combination of changing technologies and European imperial designs tied increasing segments of the world together through ties of trade and bonds of empire. Students will also understand the differences between phases of globalization and their political, cultural, and biological impact on diverse civilizations. [HSO 1,2, and 4; FSO 2, 3, 4, 7, 8]
- Explored the conflicts and exchanges between different ethnic, religious, and national groups. Students will comprehend how religions such as Islam and Christianity sought to expand their reach, for example in India or Japan, and the limits to such expansions; they will analyze how divergent societies from China to Russia to Latin America adopted -- or not -- industrial society to their own contexts. [HSO 1,2, and 4; FSO 2, 3, 4, 7, 8]
- Assessed the significance of key turning points and developments in world history. For example, you will comprehend how revolutions in the Atlantic world transformed societies in North America, South America, and Europe; understand how the spread of nationalism and communism led to upheaval in Russia, China, and much of the developing world; analyze the importance of the World Wars in transforming the nature of warfare itself, shattering European colonial domination, and ushering in the Cold War. HSO 1,2, and 4; FSO 2, 4, 7, 8]
- Considered the role that trade and exchange of biological goods played in reshaping the global economy (e.g sugar and slaves in the Atlantic World), dramatically impacting the world's population (e.g. through the spread of disease, adoption of new crops such as the potato or manioc, and dissemination of new farming techniques), and influencing social change/backlash in different societies. [HSO 1,2, and 4; FSO 2, 3, 4, 7, 8]
- Examined the fundamental social, cultural, and technological transformations since 1500 including urbanization across much of world, patterns of migration, the development of a more scientific conception of nature, the spread of democracy, slow but uneven expansion of women's rights, and increasingly rapid means of communication. [HSO 1,2, and 4; FSO 2, 3, 4, 5, 7, 8]

Skill Objectives

By the end of this course, students will ...

- **understand the importance of context** by evaluating how the people, places, events we cover are “representative of the time period”; (For example, you will look at a variety of documents and several books to understand how Galileo stood at an important intellectual crossroad or how the Chinese Emperor Qianlong's response shows the limits of European power in the 18th century.) [HSO 1 and 3; FSO 7]
- **establish cause and effect;** (For example, you will examine scenes from the film *The Last Samurai* to grasp how attempts at modernization both caused conflict within Japanese society and shaped the outcome of that conflict) [HSO 1, 2, 4; FSO 7]
- **determine connections between individuals and events;** (For example, you will read *The Ordeal of Elizabeth Marsh* which explores an extraordinary women's journey across four continents and demonstrates the importance of global empires while showing the impact of series of transformations dating back to the 1400s.) [HSO 1, 2, 4; FSO 5, 7]
- **apply cross-cultural analyses;** (Your textbook, *Traditions and Encounters*, focuses heavily on the often violent, always fraught exchanges You will thus examine the assumptions that people made at the point of contact, for example, by considering how the Spanish explorers and Aztecs

viewed one another at their early meetings and in the fighting that ensued thereafter.) [HSO 1, 3, 4; FSO 5-7]

- **weigh different perspectives;** (You will analyze through essays and class discussion how contemporaries, politicians, and historians have judged different historical developments and decisions from the origins of slavery to the causes of World War I to the source of post-colonial troubles in Sub-Saharan Africa). [HSO 1-4; FSO 2, 6, 7, 8]
- **and use source material to support conclusions.** (You will read, discuss, and analyze a wide diversity of short documents and several longer works in order to make and support arguments about past developments.) [HSO 3; FSO 1, 2, 5, 7,10]

Course Requirements:

To succeed in this course, three things are essential

- Pay attention
- Complete the assigned readings as described in the syllabus ahead of time
- Participate in class discussion

Remember, it is good to have questions about the material and it is OK to find things confusing at times. You would not need to be in school if you knew everything already.

You are expected to attend all classes. Attendance will be taken, and chronic absenteeism will affect your final grade. Four unexcused absences will result in the loss of one letter grade, while a total of six unexcused absences will result in an “F” grade for the course. At the same time, your grade will benefit from good attendance, regular participation in our discussion sessions, and an enthusiastic attitude. Please note:

- Let me know if you will be late or will be unable to attend class
- Do not leave class early unless you have received my permission
- Do not eat or sleep during class
- Turn off cell phones before class begins.
- Laptop Usage Forbidden: While the University has chosen to require laptops of its students, the University also recognizes and respects the right of faculty to conduct their classes as they deem appropriate. In this course, no laptop may be used in class, and it will not be required for any assignments or examination. Failure to comply with this direction is a violation of the Code of Student Conduct.

Grades will be based on the following assignments:

- Three examinations=300 points total, 100 points each
- Two in-class essays=150 points total, 65 points each + 10 points each outline
- Participation and Attendance=50 points total

All assignments must be completed to pass the course. Work turned in after the assigned due date will be penalized a half a grade for every day it is overdue. Examinations can only be rescheduled for documented medical absences – this means that you must have a doctor’s note to make up a test. You are expected to follow the university guidelines concerning academic honesty found in the Code of Student Conduct. All work must be your own.

Grade Scale:

- 93-100 A
- 90-92 A-
- 87-89 B+
- 83-86 B

80-82 B-
 77-79 C+
 73-76 C
 70-72 C-
 67-69 D+
 63-66 D
 60-62 D-
 Below 60 F

American with Disabilities Act Statement: Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers.

If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.

Statement on Academic Freedom: Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject."

The preceding comes from the American Association of University Professors statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of Foundational Studies courses this means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty.

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

Schedule:

Th 27 August – Introduction: The Traditional World circa 1500⁴

PART ONE: SEEDS OF CHANGE, 1450-1750

The Transformation of Europe

T 1 September – Transoceanic Encounters⁵

⁴ The students are introduced to the syllabus and the Blackboard site. This is followed by a discussion of the definition of "traditional" and "modern" in the context of how societies operate at a political, economic, and cultural level. This sets up the course theme: the breakdown of the "traditional" world in the face of "modern" transformations.

⁵ Students discuss the background to and the immediate consequences of the European explorations of the 15th and 16th centuries. (HSO 1, 2, 3, 4; FSO 1, 2, 7, 8, 10; SALO 1).

Ch. 20

Th 3 September – Religious Reform and Scientific Revolution

Ch. 21

Discussion/analysis of document: Galileo's trial⁶

T 8 September – Political Revolution

Ch. 21

Discussion/analysis of document: Adam Smith on Capitalism⁷

The Atlantic World

Th 10 September – Colonial America⁸

Ch. 22

T 15 September – Colonial Africa

Ch. 23

Discussion/analysis of document: King Alfonso's protest⁹

Asia in a Changing World

Th 17 September – Early Modern Asia – China

Ch. 24

Discussion/analysis of document: Emperor Qianlong's response¹⁰

T 22 September – Early Modern Asia – Japan¹¹

Ch. 24

Th 24 September – The Islamic Empires

Ch. 25

T 29 September – The Islamic Empires

Ch. 25

Discussion/analysis of document: Babur on India¹²

⁶ Students review primary documents related to the trial of Galileo and discuss the conflict between the Catholic worldview and the emerging scientific worldview. . (HSO 1, 2, 3, 4; FSO 1, 2, 3, 7, 8, 10; SALO 1,).

⁷ Students review and discuss documents related to Adam Smith's theory of capitalism as an example of the scientific analysis of society that defines the Age of Enlightenment. . (HSO 1, 2, 3; FSO 1, 2, 3, 7, 8, 10; SALO 1,).

⁸ Students watch and discuss scenes from the film, *The Mission*, as a way to explore issues of European colonization in the Americas. (HSO 1, 2, 3; FSO 1, 2, 3, 8,; SALO 1).

⁹ This primary source, which is taken from the correspondence of a contemporary African ruler of the Kongo Kingdom, gives students the opportunity to reflect on early African protests over the emerging slave trade. (HSO 1, 2, 3; FSO 1, 2, 3, 7, 8, 10; SALO 1,).

¹⁰ This is a primary source which places the Emperor's rejection of English trade demands in the context of 18th century global relations. It also serves to contrast the changes in European-Chinese relations in the 19th century. (HSO 1, 2, 3, 4; FSO 1, 2, 3, 7, 8, 10; SALO 1,).

¹¹ Students watch and discuss scenes from a documentary on the relationship between Europeans and Japanese as the Tokugawa shogunate consolidates itself around 1600. (HSO 1, 2, 3; FSO 1, 2, 3, 8,; SALO 1).

¹² This primary source gives students an opportunity to reflect on the social and cultural realities of India as seen through the eyes of the Mughal conqueror of the subcontinent. Students also compare a letter from the Mughal emperor Jahangir to James I of England with the letter from Emperor Qianlong cited above.

Th 1 October – **Exam covering Part One**
 T 6 October – **In-class Essay #1**¹³

PART TWO: EUROPEAN HEGEMONY, 1750-1914

The Birth of the Modern West

Th 8 October -- Revolutions and Nation-States in the Atlantic World
 Ch. 26

T 13 October – Revolutions and Nation-States in the Atlantic World
 Ch. 26

Discussion/analysis of document: Declaration of Rights of Man¹⁴

Th 15 October – The Industrial Revolution¹⁵
 Ch. 27

T 20 October – The Americas in the Age of Independence¹⁶
 Ch. 28

The West Rules the World

Th 22 October -- The Last Samurai

T 27 October – The Building of Global Empires
 Ch. 29

Discussion/Analysis of document: Kipling on White Man's Burden¹⁷

Th 29 October – The Building of Global Empires
 Ch. 29

T 3 November – **Part Two Exam**

PART THREE – THE CONTEMPORARY WORLD, 1914-2009

Goodbye to All That

Th 5 November – World War I

¹³ See the instructions for the written assignments, found below, for more information about this essay.

¹⁴ This is a primary source document which encourages students to see and reflect on the ideological connections between various political revolutions of the period; e.g., it can be compared with the American Declaration of Independence and 1789 Constitution. Students also take a “quiz” which gives them an opportunity to match the major ideologies of the period (e.g. liberalism, conservatism, nationalism) with quotes from contemporary figures who are associated with these concepts. (HSO 1, 2, 3, 4; FSO 1, 2, 3, 7, 8, 10; SALO 1, 3).

¹⁵ Students compare scenes from films, e.g. *Pride and Prejudice* and *Sweeney Todd*, that depict the transition from a pre-industrial society to an industrial one. Primary documents, such as excerpts from Dickens's *Hard Times*, are also used to reinforce these points. (HSO 1, 2, 3; FSO 1, 2, 3, 8,; SALO 1).

¹⁶ Students are asked to organize themselves as the national assembly of a newly independent state in Latin America and discuss the challenges of nation building. Primary sources, such as the Mexican Constitution of 1824, are used as support. (HSO 1, 2, 3, 4; FSO 1, 2, 7, 8, 10; SALO 1).

¹⁷ This is a primary source (a poem) which asks students to consider the cultural and political motivations/justifications of the Europeans' late 19th, early 20th century quest for empire. (HSO 1, 2, 3, 4; FSO 1, 2, 3, 7, 8, 10; SALO 1,).

Ch. 30

Discussion/analysis of document: Poem of Wilfred Owen¹⁸

T 10 November – Age of Anxiety¹⁹

Ch. 31

Th 12 November – Age of Anxiety, cont'd

Ch. 31

T 17 November – Nationalism in the non-Western World²⁰

Ch. 32

Th 19 November – Nationalism in the non-Western World, cont'd

Ch. 32

The Creation of the Contemporary World

T 24 November – World War II²¹

Ch. 33

Th 26 November – Thanksgiving Day

T 31 November – The Bipolar World

Ch. 34

Discussion/analysis of document: Khrushchev on the Capitalist Iron Curtain²²

Th 2 December – The Bipolar World, cont'd

Ch. 34

T 7 December – A World without Borders²³

Ch. 35

Th 9 December – A World without Borders, cont'd

Ch. 35

Final Exam: 15 December @ 10:00

First hour: written examination

Second hour: writing the essay

Written Assignments

¹⁸ This primary source gives students the opportunity to reflect on and discuss multiple aspects of the devastation brought by World War I to European society. (HSO 1, 2, 3, 4; FSO 1, 2, 3, 7, 8, 10; SALO 1, 3)

¹⁹ Students discuss the varying European reactions (from Fascism to Communism) to World War I with primary sources such as contemporary images and devalued German currency of the 1920s. (HSO 1, 2, 3, 4; FSO 1, 2, 3, 7, 8, 10; SALO 1, 3)

²⁰ Scenes from the film, *Ghandi*, are used as a catalyst for discussion of issues surrounding the rise of anti-colonial and nationalist movements in the non-western world. (HSO 1, 2, 3; FSO 1, 2, 3, 8,; SALO 1).

²¹ Students read and interpret a collection of private correspondence from 1944-45 to address issues relating to the impact of World War II on soldiers and their families. (HSO 1, 2, 3, 4; FSO 1, 2, 3, 7, 8, 10; SALO 1, 3)

²² This primary source document gives students the opportunity to consider and discuss the Cold War ideological divide. (HSO 1, 2, 3, 4; FSO 1, 2, 3, 7, 8, 10; SALO 1, 3)

²³ The postcolonial era is discussed with help from primary documents such as Kwame Nkrumah's reflections on African unity and documentaries on the current challenges facing the developing world, e.g. a WideAngle documentary on the AIDS crisis in Angola. (HSO 1, 2, 3; FSO 1, 2, 3, 8,; SALO 1).

An important goal of this course is the development of research, writing, analytical, and communication skills. To that end, the discussions/analyses of primary documents, and the writing assignments have been designed to provide practice in these areas of learning. Hopefully, you will find them interesting!

Your written work will be in the form of in-class essays. You will be expected to read *The Ordeal of Elizabeth Marsh* during Part One of the semester and outline a response to a question that I will pass out on 29 September.²⁴ On 6 October, you will use this outline to write a well-constructed essay in class. The question for *The Man Who Loved China* will be passed out on 7 December and you will write your essay on the day of the final.

It is to your advantage in each case to complete the outside readings early and to take good notes. Be sure to take time to review and organize your planned response in a formal, typed outline – **n.b.** the outline is part of this assignment. Please come to me with any questions you might have on the nature of the assignments or on the reading material itself.

²⁴ This question reads as follows: “Linda Colley, the author of this biography, suggests that Elizabeth Marsh could not have existed without the reality of global empire as it had evolved by the 1700s. The author also argues that global empire would not have been possible without a series of “transformative forces” that reshaped world history between 1400 and 1800. Do you agree with this interpretation? Why? In what ways did Elizabeth Marsh reflect this new global reality? Did the book hold any surprises for you?” (HSO 1, 2, 3, 4; FSO 1, 2, 7, 8, 10; SALO 1, 3).